Understanding the Role of Residents as Teachers within Longitudinal Integrated Clerkship Programs

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Research Question
To understand what opportunities students in longitudinal integrated clerkships (LICs) at UCSF have to work with resident teachers and the impact of these relationships

Background
- LICs promote continuity of teaching, patient relationships, and clinical setting
- Compared to traditional clerkships, LICs cite more opportunities for students to serve the “doctor” role for their patients
- LIC students may have limited contact with residents
- Studies suggest value of near-peer resident teaching

Methods
- Conducted two semi-structured focus groups with current and recent LIC students at UCSF
- Questions explored opportunities LIC students have to interact with residents and the perceived value
- Focus groups were audio-recorded, transcribed, and analyzed using thematic analysis

Results

Focus Group Quotes from LIC Students

Part I: Opportunities LIC students have to interact with residents

“Mostly inpatient”

“rarely ever on the outpatient setting which is where we spend the majority of the time”

Part II: Perceived professional, clinical, and personal benefits of resident teaching of medical students

“residents are closer to being in med school so they are better able to guide [us]”

“residents can really frame your learning experience”

“When residents have the bandwidth to interact with me in any capacity, its very valuable”

Part III: Compare the experience of residents as teachers versus attending as teachers

“If residents were less busy, I’d love to interact with them more… because I personally prefer near-peer teaching.”

“[LIC students] interact less with residents, so we have less of an idea of what being a resident will be like”

Conclusions
- LIC students perceive limited opportunities to interact with residents
  - Perhaps due to the way LICs were initially developed, or because resident teaching roles traditionally occur in the inpatient setting and LICs are primarily outpatient
- It is important to promote greater opportunities for LIC students to work with residents because of:
  - the value of near-peer resident teaching
  - the impact of residents on specialty choice
  - the importance of resident relationships in sub-internships

Next Steps
- Based on insights from these focus groups, we plan to survey both UCSF LIC and traditional students to survey both LIC and traditional students to understand student-resident interactions, their experiences, and factors that contribute to positive relationships

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References